



MASSACHUSETTS  
**Department of  
Early Education and Care**

## **MA QRIS Standards Revisions** **Center-Based/School Based Programs**

**Revised Standards – June 10, 2014**

***EEC will implement these requirements by January 1, 2015***

## **MA QRIS STANDARDS**

### **Standard 1: Curriculum and Learning: 1A. Curriculum, Assessment, and Diversity AND 1B. Teacher-Child Relationship and Interactions**

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate, comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self-regulation and emotional well-being.

### **Standard 2: Safe, Healthy Indoor and Outdoor Environments**

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

### **Standard 3: Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development AND 3B. Program Staff Qualifications and Professional Development**

Research indicates that the workforce engaged in early childhood education must have formalized formal professional development in early childhood education and content knowledge in order to support program quality and impact child outcomes. Ongoing professional development that links to the classroom activities is related to program improvement and child outcomes are directly affected by the quality of their experiences in the classroom.

### **Standard 4: Family and Community Engagement**

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

### **Standard 5: Leadership, Management, and Administration: 5A. Leadership, Management, and Administration AND 5B. Supervision**

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff and the children and families they serve.

## Level 1 (All 5 QRIS Standards)

**Standard 1:** Curriculum and Learning: 1A. Curriculum, Assessment, and Diversity AND 1B. Teacher-Child Relationship and Interactions

**Standard 2:** Safe, Healthy Indoor and Outdoor Environments

**Standard 3:** Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development AND 3B. Program Staff Qualifications and Professional Development

**Standard 4:** Family and Community Engagement

**Standard 5:** Leadership, Management, and Administration: 5A. Leadership, Management, and Administration AND 5B. Supervision

Level 1	QRIS CRITERION	MEASUREMENT METHOD
Option A  OR	A. Meets EEC licensing requirements.	A. Must be EEC Licensed  AND  license must be in good standing.
Option B  OR	B. Is a public school program that meets federal, state (DESE) and local regulations  AND  meets specific, identified EEC licensing regulations.	B. Public school program that meets federal, state (DESE) and local regulations  AND  completes and signs the <i>EEC License Regulations Checklist and Affidavit for Public School Programs</i> .
Option C	C. Is an EEC approved license-exempt program  AND  meets specific, identified EEC licensing regulations.	C. Demonstrates proof that program is an EEC approved license-exempt program  AND  completes and signs the <i>EEC License Regulations Checklist and Affidavit for EEC Approved License- Exempt Programs</i> .

**Standard 1: Curriculum and Learning: 1A. Curriculum, Assessment, and Diversity**

	<b>QRIS CRITERION</b>	<b>MEASUREMENT METHOD</b>
<b>LEVEL 2</b>	Materials that promote cultural and individual identity, family relations, cultural appreciation, and cognitive and social development are integrated into the curriculum and children's everyday experiences.	ITERS-R and/or ECERS-R self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) AND using results of ERS self-assessment, program develops a Continuous Quality Improvement (CQI) Plan
<b>LEVEL 2</b>	All educators have received formal professional development to inform planning and implementation of curriculum based on children's diverse cultures, socio-economic status, learning and development, and linguistic background.	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	At least one educator in each classroom demonstrates completion of formal professional development in; curriculum, observation and documentation, and assessment for all children, including children with and without disabilities/special needs.	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	Program includes parental input in the progress reports.	Example of progress report and documentation that demonstrates the program shares progress reports with:  parents of preschool children at least 3 times in a 12 month period AND parents of infants/toddler or children with disabilities at least 4 times in a 12 month period.
<b>LEVEL 3</b>	Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains.	Identify the screening and formative assessment tools used by program  AND  describe how these tools are used to address children's individual needs.

**Standard 1: Curriculum and Learning: 1A. Curriculum, Assessment, and Diversity (CONTINUED)**

<b>LEVEL 3</b>	Staff provide physical, visual and verbal models that promote development in children's listening, speaking, reading and writing skills in either English or the child's home language.	<p>ITERS-R and/or ECERS-R self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A)</p> <p>AND</p> <p>Results of Individualized Technical Assistance from a Program Quality Specialist site visit</p> <p>AND</p> <p>using results of ERS self-assessment, program develops a Continuous Quality Improvement (CQI) Plan</p>
<b>LEVEL 4</b>	Program uses a curriculum that intentionally supports children's development in all domains: physical, cognitive, language, social-emotional, and self-directed learning and is aligned with the MA Guidelines for Preschool Learning Experiences and/or the MA Early Learning Guidelines for Infants and Toddlers.	<p>Identify which evidenced-based curriculum program uses</p> <p>OR</p> <p>if program does not use an EEC approved evidence-based curriculum, describe how curriculum is aligned with MA guidelines for Preschool Learning Experiences and/or the MA Early Learning Guidelines for Infants and Toddlers.</p>
<b>LEVEL 4</b>	Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to: inform curriculum planning, use results to monitor each child's progress across developmental domains, and inform program decision-making (i.e. curriculum content, strategies for improved staff implementation, and professional development).	Documentation that curriculum is adapted to monitor each child's progress across developmental domains, and inform program decision-making.

**Standard 1: Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions**

	QRIS CRITERION	MEASUREMENT METHOD
<b>LEVEL 2</b>	All staff complete orientation, participate in ongoing formal professional development, and receive supervision in how to develop and maintain positive relationships through positive, warm and nurturing interactions.	Formal Professional Development documented in the Registry. Note: <ul style="list-style-type: none"> <li>• Educators must have Formal Professional Development .</li> <li>• Staff who <b>do not</b> work in the classroom may complete orientation/ professional development hours only.</li> </ul>
<b>LEVEL 3</b>	Educators engage children in meaningful conversations; use open-ended questions; provide opportunities throughout the day to scaffold children's language which supports the development of more complex receptive and expressive language; encourage children's use of language to share ideas; stimulate problem solving; and guides children in engaging in positive peer interactions.	ITERS-R and/or ECERS-R self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A)  AND Results of Individualized Technical Assistance from a Program Quality Specialist site visit  AND A CLASS self-assessed score of 4 or higher on Emotional Support domain, and a score of 4 or higher on Classroom Organization domain, and a score of 3 or higher on Instructional Supports domain  OR Arnett Caregiver Interaction Scale self-assessed score of 3.0 or higher.
<b>LEVEL 3</b>	Educators are provided with opportunities to use professionals with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.	Documentation that educators are provided with opportunities to use professionals with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.  AND if program uses outside consultants, signed copy of MOU.

**Standard 1: Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions (CONTINUED)**

<p><b>Level 4</b></p>	<p>Educators utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.</p>	<p>ITERS-R and/or ECERS-R self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)</p> <p>AND</p> <p>Results of ITERS-R and/or ECERS-R Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)</p> <p>AND</p> <p>Results of individualized Technical Assistance from a Program Quality Specialist site visit</p> <p>AND</p> <p>Using results of ERS Reliable Rater classroom observation(s), program develops a Continuous Quality Improvement (CQI) Plan</p> <p>AND</p> <p>A CLASS score of 5 or higher on Emotional Support domain, and a score of 5 or higher on Classroom Organization domain, and a score of 4.7 or higher on Instructional Supports domain</p> <p>OR</p> <p>Arnett Caregiver Interaction Scale average score of 3.2 or higher.</p>
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## Standard 2: Safe, Healthy Indoor and Outdoor Environments

	QRIS CRITERION	MEASUREMENT METHOD
<b>LEVEL 2</b>	<p>Program demonstrates healthy, safe and clean indoor and outdoor environments</p> <p style="text-align: center;">AND</p> <p>provides access to sinks in the classroom.</p>	<p>ITERS-R and/or ECERS-R self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A)</p> <p style="text-align: center;">AND</p> <p>using results of ERS self-assessment, program develops a Continuous Quality Improvement (CQI) Plan</p> <p style="text-align: center;">AND</p> <p>status of sinks will be confirmed during Level 3 Technical Assistance Site Visit.</p>
<b>LEVEL 2</b>	<p>All Educators and Program Administrators are trained in: “Improving the Quality of Health and Safety Practice: Basics of Safe and Healthy Indoor and Outdoor Environments.” Training includes:</p> <ul style="list-style-type: none"> <li>• Introduction to Use and Implementation of Health Policy</li> <li>• Understanding the Individual Health Care Plan and Medication Management</li> <li>• Medical Emergency Planning and Implementation</li> <li>• Safe and Healthy Personal Care Routines</li> <li>• The Basics of Early Childhood Nutrition and Food Allergies</li> </ul>	<p>Formal Professional Development documented in the Registry.</p>
<b>LEVEL 2</b>	<p>Program completes an annual health and safety self-assessment that includes review and maintenance of health-related records, and health and safety policies and procedures.</p>	<p>Program completes a health and safety self-assessment</p> <p style="text-align: center;">AND</p> <p>using results of self-assessment, program develops a Continuous Quality Improvement (CQI) Plan.</p>



## Standard 2: Safe, Healthy Indoor and Outdoor Environments (Continued)

<p><b>LEVEL 3</b></p>	<p>Program demonstrates healthy, safe and clean indoor and outdoor environments.</p>	<p>ITERS-R and/or ECERS-R self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A)</p> <p>AND</p> <p>results of Individualized Technical Assistance from a Program Quality Specialist site visit</p> <p>AND</p> <p>using results of ERS self-assessment and Technical Assistant Site Visit, program develops a Continuous Quality Improvement (CQI) Plan.</p>
<p><b>LEVEL 3</b></p>	<p>Annual site visit by a QRIS Health Consultant to support program's health and safety. Health Consultant will:</p> <ul style="list-style-type: none"> <li>• Provide education and information on maintaining health related records;</li> <li>• Review and update program's health policies and procedures;</li> <li>• Provide technical assistance with QRIS health and safety standards and tools;</li> <li>• Provide a signed copy of the QRIS Health Consultant Agreement; and</li> <li>• Provide a written report of the visit that includes development of a health and safety related Continuous Quality Improvement Plan, created with the Program Administrator.</li> </ul>	<p>Copy of the agreement with the QRIS Health Consultant <u>OR</u> copy of collaboration agreement through which a health consultant provides services</p> <p>AND</p> <p>a signed statement from the program director verifying that the visits occur on at least an annual basis</p> <p>AND</p> <p>copy of QRIS Health and Safety Self-Assessment</p> <p>AND</p> <p>using results of QRIS Health Consultant visit and self-assessment, program develops a Continuous Quality Improvement (CQI) Plan.</p>

## Standard 2: Safe, Healthy Indoor and Outdoor Environments (Continued)

<b>LEVEL 3</b>	Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families.	Documentation that program provides access to screenings, records and referrals offered either directly, through collaboration with another agency, or accessed directly by parents of children attending the program  AND documentation that the program shares the results of screenings with families.
<b>LEVEL 3</b>	All Educators have completed formal professional development in “Improving the Quality of Health and Safety Practice: Managing Early Education and Care Settings that include Children with Allergies, Special Diets, and Specialized Feeding Issues.”	Formal Professional Development documented in the Registry.
<b>LEVEL 4</b>	Program demonstrates healthy, safe and clean indoor and outdoor environments.	ITERS-R and/or ECERS-R self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)  AND results of ITERS-R and/or ECERS-R Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)  AND results of individualized Technical Assistance from a Program Quality Specialist site visit  AND using results of ERS Reliable Rater visit, program develops a Continuous Quality Improvement (CQI) Plan.

### 3. Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development

	QRIS CRITERION	MEASUREMENT METHOD
LEVEL 2	Staff member with primary responsibility for the supervision of educators in the program has an Associate Degree or higher <b>OR</b> meets the <i>Alternative Pathway to Education Qualifications</i> .	Formal Professional Development documented in the Registry.
LEVEL 2	Staff member with primary responsibility for the supervision of educators in the program has a minimum of 3 college credits in administration and management and 12 college credits in early childhood education, child development and/or special education <b>AND</b> two years experience as an administrator.	Formal Professional Development documented in the Registry.  <b>AND</b> experience documented in the Registry.
LEVEL 2	Staff member with primary responsibility for the supervision of educators in the program has received professional development in supervision of adults and strategies for working with and supporting adults.	Formal Professional Development documented in the Registry.
LEVEL 2	Staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.	Documentation that staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.

### 3. Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development (Continued)

<b>LEVEL 2</b>	Staff member with primary responsibility for the supervision of educators has received formal professional development in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines, child development and the Strengthening Families Protective Factors.	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	Staff member with primary responsibility for the supervision of educators has a Bachelors Degree or higher <b>OR</b> meets the <i>Alternative Pathway to Education Qualifications</i> .	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	Staff member with primary responsibility for the supervision of educators has at least 6 credit-bearing hours of specialized college-level course work in administration, leadership, and management.	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	Staff member with primary responsibility for the supervision of educators has at least 18 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education <b>AND</b> three years experience as an administrator.	Formal Professional Development documented in the Registry <b>AND</b> experience documented in the Registry.
<b>LEVEL 3</b>	Level 3: Staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.	Documentation that staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.

### 3. Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development (Continued)

<b>LEVEL 4</b>	Staff member with primary responsibility for the supervision of educators has at least 6 credit-bearing hours of specialized college-level course work in administration, leadership and management <b>AND</b> is actively participating in coaching, mentoring and/or ongoing professional development to improve his/her practice.	Formal Professional Development documented in the Registry  <b>AND</b> documentation that staff member with primary responsibility for the supervision of educators is actively participating in coaching, mentoring and/or ongoing professional development to improve his/her practice.
<b>LEVEL 4</b>	Staff member with primary responsibility for the supervision of educators has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education and/or early childhood special education <b>AND</b> has a minimum of five years experience as an Administrator.	Formal Professional Development documented in the Registry  <b>AND</b> experience documented in the Registry
<b>LEVEL 4</b>	Staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.	Documentation that staff member with primary responsibility for the supervision of educators in the program has an Individual Professional Development Plan (IPDP) that addresses his/her process and timelines to achieve the requirements for the next level of the QRIS.
<b>LEVEL 4</b>	Staff member with primary responsibility for the supervision of educators has a Bachelors Degree or higher <b>OR</b> meets the <i>Alternative Pathway to Education Qualifications</i> .	Formal Professional Development documented in the Registry.

### 3. Workforce Qualifications and Professional Development: 3B. Program Staff Qualifications and Professional Development

	QRIS CRITERION	MEASUREMENT METHOD
LEVEL 2	All educators working in program who are included in licensing ratios must have at least one of the following: high school diploma, GED and/or Child Development Associate (CDA).	Formal Professional Development documented in the Registry.
LEVEL 2	All educators have an IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator and development of his/her competency along the initial-level of the continuum of the core competencies. The IPDP addresses the actions and timelines for maintaining current QRIS level or to move to the next level of the QRIS.	Documentation that all educators have an IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator and development of his/her competency along the initial-level of the continuum of the core competencies  AND the IPDP addresses the actions and timelines for maintaining current QRIS level or to move to the next level of the QRIS.
LEVEL 2	100% of classrooms have an educator who is Lead Teacher Certified AND 50% of classrooms have at least one educator with a Bachelor Degree in ECE or related field  OR meets the <i>Alternative Pathway to Education Qualifications</i>	Formal Professional Development documented in the Registry.
LEVEL 3	All educators working in program who are included in licensing ratios must have a minimum of 3 college credits in early childhood development.	Formal Professional Development documented in the Registry.

### 3. Workforce Qualifications and Professional Development: 3B. Program Staff Qualifications and Professional Development (Continued)

<b>LEVEL 3</b>	100% of classrooms have an educator who is Lead Teacher Certified AND 75% of classrooms have at least one educator with a Bachelor Degree in ECE or related field OR meets the <i>Alternative Pathway to Education Qualifications</i>	Formal Professional Development documented in the Registry.
<b>LEVEL 3</b>	100% of classrooms have an educator who has a minimum of 18 college credits in early childhood education, child development and/or special education.	Formal Professional Development documented in the Registry.
<b>LEVEL 4</b>	100% of classrooms have an educator who is Lead Teacher certified AND 100% of classrooms have at least one educator with a Bachelor Degree in ECE or related field OR meets the <i>Alternative Pathway to Education Qualifications</i>	Formal Professional Development documented in the Registry.
<b>LEVEL 4</b>	100% of classrooms have an educator who has a minimum of 24 college credits in early childhood education, child development and/or special education.	Formal Professional Development documented in the Registry.
<b>LEVEL 4</b>	IPDP is developed based on individual educator needs and interests and reflects ongoing professional development needed to maintain current QRIS level or move to next level	Documentation that IPDP is developed based on individual educator needs and interests and reflects ongoing professional development needed to maintain current QRIS level or move to next level.

#### 4. Family and Community Engagement

<b>LEVEL 2</b>	Program offers planned, formal, intentional opportunities that are initiated by the program and/or the child's family to meet with classroom staff at least monthly (can be face to face, electronically, or via phone).	Documentation that there are opportunities for parents to meet with classroom staff at least once a month.
<b>LEVEL 2</b>	Program has developed informational materials on the program that have been translated into the languages spoken in the community, that are available for staff to use in the community, and that are given to prospective families.	PAS score of 3 or higher
<b>LEVEL 2</b>	Program maintains ongoing communication with the school/early intervention program, CFCE grantee and mental health providers to facilitate collaboration and coordination of services that support children and families.	Documentation that program maintains ongoing communication with the school/early intervention program, CFCE grantee and mental health providers to facilitate collaboration and coordination of services that support children and families.
<b>LEVEL 2</b>	Program participates in community events annually.	Documentation that program participates in community events annually.
<b>LEVEL 2</b>	Program completes Strengthening Families Self-Assessment annually.	Using results of Strengthening Families Self-Assessment, program develops a Continuous Quality Improvement (CQI) plan.
<b>LEVEL 3</b>	A daily two-way communication system is available between the educators and families through a variety of means.	Documentation that a daily two-way communication system is available between the educators and families through a variety of means.



#### 4. Family and Community Engagement (Continued)

<b>LEVEL 3</b>	Families are encouraged to; volunteer in the program, assist in the classroom, share cultural traditions, and share experiences in their home language including interests, jobs, hobbies or other relevant knowledge.	<p>Program provides evidence that demonstrates they encourage families to:</p> <ul style="list-style-type: none"> <li>• volunteer in the program</li> <li>• assist in the classroom</li> <li>• share cultural traditions</li> <li>• share experiences in their home language including interests, jobs, hobbies or other relevant knowledge</li> </ul>
<b>LEVEL 3</b>	Program has a language access plan that ensures meaningful access to services and activities, which meet the needs of dual language learners and their families.	Documentation that program has a language access plan that ensures meaningful access to services and activities, which meet the needs of dual language learners and their families.
<b>LEVEL 3</b>	Program participates in local community group work that is related to early childhood and supports the cultural groups served by the program and/or family.	Program Administration Scale (PAS) score of 5 or higher.
<b>LEVEL 3</b>	<p>Program ensures young children and their families have access to developmental, mental health, health and nutrition services either through private pay arrangements</p> <p style="text-align: center;">OR</p> <p>are offered services through other programs such as CFCE program, mental health providers, health care providers, etc.</p>	Documentation that the program ensures children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements <u>OR</u> are offered such services through other programs.

#### 4. Family and Community Engagement (Continued)

<b>LEVEL 4</b>	Parents/families are actively involved in the policy and decision-making for the program and/or participate on the program's Advisory Board.	Program Administration Scale (PAS) score of 5 or higher.
<b>LEVEL 4</b>	Program provides or connects families to education, training and support programs (i.e. family literacy, adult education, job training, child development, parenting, English as a second language, etc.).	Documentation that program connects families to education, training and support  AND Memorandums of Understandings in place with agencies who can provide these services.
<b>LEVEL 4</b>	Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services.	Documentation that all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services  AND Memorandums of Understandings in place with agencies who can provide these services.
<b>LEVEL 4</b>	Level 4: Program shares the results of the QRIS rating with the families, staff, governing board and funders ( i.e. via newsletter, webpage, email, memo, announcement, press release, meeting, other).	Documentation that the program shares the result of the QRIS rating with families.

## 5. Leadership, Management and Administration: 5A. Leadership, Management, and Administration

	QRIS CRITERION	MEASUREMENT METHOD
LEVEL 2	Communication and updates on the program are provided to Educators and families.	Documentation that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible.
LEVEL 2	Program has a written business plan	Written business plan must include an operating budget AND at least 2 other components, which may include; annual goals, marketing strategy, services provided, funding sources, organizational structure, other (explain).
LEVEL 2	Program has a written admissions policy that promotes and creates a welcoming and culturally responsive environment that supports a variety of learning needs.	Documentation that program's written admissions policy promotes and creates a welcoming and culturally responsive environment that supports a variety of learning needs AND identify where the program's admissions policy can be accessed <ul style="list-style-type: none"> <li>• program handbook</li> <li>• staff handbook</li> <li>• community/public brochure</li> <li>• other (explain)</li> </ul>
LEVEL 2	Staff are paid for planning time.	PAS Administration Scale self-assessed score of 3 or higher AND copy of schedule showing staff planning time.
LEVEL 3	Program tracks and monitors absences of individual children daily and contacts families when children are absent more than 20% in a month.	Documentation that program tracks and monitors absences of individual children daily AND contacts families when children are absent more than 20% in a month.

## 5. Leadership, Management and Administration: 5A. Leadership, Management, and Administration (Continued)

LEVEL 3	Program has an annual review conducted of the accounting records by an independent party with accounting or bookkeeping expertise.	Documentation that program has an annual review conducted of the accounting records by an independent party with accounting or bookkeeping expertise.
LEVEL 3	Program staff and family members' input is solicited on an annual basis using a survey to evaluate the program.	Using results of staff and family survey, program develops a Continuous Quality Improvement (CQI) plan.
LEVEL 3	Program tracks and monitors educator turnover and has plan for addressing turn over.	Documentation that program tracks and monitors educator turnover AND has plan for addressing turnover.
LEVEL 4	Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating.	Documentation that program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating.
LEVEL 4	Program has a system of technology that allows for data collection and tracking of program information.	Documentation that program has a system for tracking data.
LEVEL 4	An annual outside audit is completed by a certified public accountant.	Documentation that an outside audit is conducted annually by a certified public accountant.

## Leadership, Management and Administration: 5B. Supervision

	QRIS CRITERION	MEASUREMENT METHOD
<b>LEVEL 2</b>	Program provides recognition for staff in annual evaluation and public forum, as appropriate (i.e. verbal recognition in group setting or written recognition in newsletter).	Documentation that program provides recognition for staff in annual evaluation and public forum.
<b>LEVEL 2</b>	Educators are given feedback on a monthly basis that; provides examples of best practice and supports career development.	Documentation that educators are given feedback on a monthly basis that; provides examples of best practice and supports career development.
<b>LEVEL 3</b>	Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies and practices ( i.e. email, postings, meetings, phone calls, newsletters, memos, other).	Documentation that program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies and practices
<b>LEVEL 3</b>	<p>All full time staff receive at least two benefits (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option)</p> <p style="text-align: center;">AND</p> <p>all part time staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).</p>	<p>Documentation that:</p> <p>All full time staff receive at least two benefits (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option)</p> <p style="text-align: center;">AND</p> <p>all part time staff receive at least one benefit (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).</p>
<b>LEVEL 3</b>	Educators are given feedback at least twice a month, and provided with examples of best practice.	Documentation that educators are given feedback at least twice a month, and provided with examples of best practice.

## Leadership, Management and Administration: 5B. Supervision (Continued)

<b>LEVEL 3</b>	The program has a system to support the career development of educators through a career ladder (i.e., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals).	Documentation that the program has a system to support the career development of educators through a career ladder.
<b>LEVEL 3</b>	Educator salary scales reflect the educational levels, experience and performance as determined by the annual evaluation of the educators.	Documentation that the program's salary scales are comparable with the educational levels and experience of other educators in the community.
<b>LEVEL 4</b>	<p>All full time staff receive at least four benefits (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).</p> <p style="text-align: center;">AND</p> <p>All part time staff receive at least two benefits (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).</p>	<p>Documentation that:</p> <p>All full time staff receive at least four benefits (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option)</p> <p style="text-align: center;">AND</p> <p>all part time staff receive at least two benefits (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).</p>
<b>LEVEL 4</b>	Program demonstrates systematic opportunities for educators to engage in reflective teaching practices through the use of peer groups, demonstration of best practices , and ongoing mentoring.	Documentation that the program demonstrates systematic opportunities for educators to engage in reflective teaching practices through the use of peer groups, demonstration of best practices , and ongoing mentoring.
<b>LEVEL 4</b>	Program has an incentive program that rewards each educator who achieves the next step on the career ladder.	Documentation that program has an incentive program that rewards each educator who achieves the next step on the career ladder.

## APPENDIX A: Environment Rating Scales Score Requirements for Center Based Programs

**Environment Rating Scales Minimum Subscale Requirements for:  
Infant/Toddler Environment Rating Scale- Revised (ITERS-R)\***

ERS Subscales	Level 1 Requirement	Level 2 Requirement (overall = 3)	Level 3 Requirement (overall= 4.5)	Level 4 Requirement (overall=5.5)
1. Space and Furnishings	No ERS requirement	2	3	4
2. Personal Care Routines	No ERS requirement	2	3	4
3. Listening and Talking	No ERS requirement	3	4	5
4. Activities	No ERS requirement	3	4	5
5. Interaction	No ERS requirement	3	4	5
6. Program Structure	No ERS requirement	3	4	5
7. Parents and Staff	No ERS requirement	2	3	4

**Environment Rating Scales Minimum Subscale Requirements for:  
Early Childhood Environment Rating Scale- Revised (ECERS-R)\***

ERS Subscales	Level 1 Requirement	Level 2 Requirement (overall = 3)	Level 3 Requirement (overall= 4.5)	Level 4 Requirement (overall=5.5)
1. Space and Furnishings	No ERS requirement	2	3	4
2. Personal Care Routines	No ERS requirement	2	3	4
3. Language and Reasoning/Listening and Talking	No ERS requirement	3	4	5
4. Activities	No ERS requirement	3	4	5
5. Interaction	No ERS requirement	3	4	5
6. Program Structure	No ERS requirement	3	4	5
7. Parents and Staff	No ERS requirement	2	3	4

\*While the subscale score requirements listed above represent the minimum score expectations for attaining a level, if your program only scores the minimum score on *all* of the subscales, the score will not be high enough to attain overall ERS score requirement